



YOUTH  
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# Quarterly

A Boys'  
Ranch  
That Cares

*New: Section  
on Education,  
See Page 27*

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and the public sector, and the role of the private sector in the delivery of health care services.

It is the purpose of this article to examine the relationship between the public and private sectors in the delivery of health care services in the United States.

The article is organized into four sections. The first section discusses the relationship between the public and private sectors in the delivery of health care services in the United States.

The second section discusses the relationship between the public and private sectors in the delivery of health care services in the United States.

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## A BOYS' RANCH THAT CARES

BY RICHARD GACER

*Mr. Gacer is a consultant for the Youth Authority's Prevention and Community Corrections branch.*

Boys ranches are a vital point of intervention in diverting young people from careers of delinquency. A particularly outstanding program, in the opinion of the author, is conducted at the Fouts Springs ranch, a facility which serves three counties—Yolo, Solano and Colusa.

I first visited the Fouts Springs Boys' Ranch in February, 1974. As a Consultant in the Prevention and Community Corrections Branch, I went there to conduct the annual inspection of the treatment facility to determine that the ranch's program was in compliance with standards adopted by our department. As I drove warily over the last nine miles of mountainous, twisting, unpaved, narrow, two-laned road which too often changes to one lane, I had only one thought in my mind . . . I hope I'm not lost, I hope I'm not lost, I hope . . .



RANCH SCENE—A narrow road leads to the hill-surrounded site of the Fouts Springs Boys' Ranch.

My worries ended when I arrived at the valley floor and saw a wooden sign which read, "Fouts Springs 2 miles." The camp's remoteness, however, is minimized by a program which I consider impressive and deserving of continued recognition.

First, I wish to comment on the ranch's administrative structure. No other treatment facility in the State is a tri-county operation. The ranch was originally established in 1960 through a joint powers agreement between three counties—Yolo, Solano, and Colusa. A Board of Directors and an Advisory Council govern the facility. The Board of Directors consists of two members from each county's Board of Supervisors. The Advisory Council is composed of three juvenile court judges and three chief probation officers from the ownership counties. In addition to serving the needs of the owner counties, Fouts Springs currently has contractual arrangements with 19 other probation departments throughout the state.

The camp has a 43-bed capacity, is located 42 miles west of Maxwell, California, in Colusa County, and is within the boundaries of the Mendocino National Forest. The camp complex includes a dormitory, a central dining area, an arts and crafts building, a vocational arts building (which was just recently constructed), a recreational hall, and an administrative building. Adjacent to this is the staff living quarters of permanent structures, trailers, and small cabins used by student interns from Chico State and camp guests.

The Fouts Springs Boys' Ranch clearly demonstrates that governmental jurisdictions, which independently may lack sufficient financial resources to support a treatment facility, can successfully pool their resources and effectively work together to produce and maintain a comprehensive and dynamic treatment program that is responsive to the needs of delinquent youth in their jurisdictions.

Secondly, the integration of the ranch and school staff into a cohesive and effective treatment team is another significant element that deserves recognition and makes the Fouts Springs Boys' Ranch an outstanding residential treatment program. A comment made recently by the ranch superintendent Lee Fisher, reflects the relationship that exists between the two staffs. He said, "At Fouts Springs we don't distinguish between the staffs. We also want the boys to see them as one group."

#### Examples of staff integration are:

1. The Admissions Committee, Graduation Committee, the Case Conference Committee, and the Discipline Review Board are composed of members from the ranch and school staff.
2. At the student's initial case conference, a teacher and a ranch staff representative work with the minor in developing his program objectives.
3. General staff meetings are held quarterly and on a need basis. Both ranch and school staffs are in attendance. Issues affecting camp operation are discussed, and contributions are made by all staff.

By working cooperatively together, both staff recognize that this increases their effectiveness and the opportunity to offer each minor a treatment program that is unified, consistent, and fair.

The development of the ranch and school staff into an efficient treatment team was accomplished under the capable leadership of Superintendent Fisher, and Loris Louk, School Principal, who recently retired, with excellent support from Clinton Nielson, Superintendent of Schools; the Colusa County Board of Education; the Board of Directors; and the Advisory Council. Because of their fine efforts, the age-old problem of treatment staff vs. school staff does not exist at the Fouts Springs Boys' Ranch.

Finally, I am always impressed at the variety of activities offered minors. These activities are organized to meet a wide range of needs—the need for Fouts Springs to maintain "strong ties with surrounding communities," the need to provide minors with experiences and opportunities to make valuable contributions to the program components, and the need to offer a flexible treatment program that is sensitive to the changing needs of minors.

Examples of the ranch's program components are:

*Program Enrichment Committee*—The committee is composed of a student from each counselor's caseload plus elected representatives from the dormitory. There are 11 students on this committee. A counselor is an advisor to the committee, and the committee meets weekly to discuss and organize activities such as dances, field trips, beard growing contests, etc., and to deal with other issues related to the welfare and interests of the student body. The committee's recommendations are presented to the students and staff at weekly community meetings. Through the PEC, the students exercise some control over activities offered at the ranch.

*Student Body Fund*—The Student Body Fund, authorized by the Board of Directors, allows the student body to retain earned and donated money for program enrichment. Baseball uniforms, a television set for the dormitory, and a stereo and speaker system for the campus bus were purchased from this fund. During the past six years, the Student Body Fund has purchased and maintained a fleet of nine mini-bikes for student use. Picnics and off-campus trips are also financed from this fund.

*Family Reintegration Program*—A student who has earned 1,260 points and attained "home prep" status is eligible for the Family Reintegration Program, which allows the student to take an extended furlough ranging from 30 to 180 days. This gives the minor an opportunity to renew relationships with his family and community. While on furlough, the student must attend school or find employment.

*Community Participation*—The Oakland Motorcycle Club has sponsored "enduros" in the general area. The 1975 and 1976 enduros were nationally sanctioned by the American Motorcycle Association. During the enduros, the students operated the concession stands, maintained and cleaned the area. For their efforts, the students received a donation, which was deposited in the Student Body Fund.

*Teacher/Student Ratio*—The average teacher/student ratio in the school program is 1 to 10. The teacher/student ratio in the remedial reading and math classes is 1 to 6. These ratios make it possible for the teachers to provide each student with as much assistance as is needed.

**Ecology**—Many of the students in the ecology class have concerns about their environment. The school staff developed an ecology program in cooperation with the United States Forest Service. Recently the ranch devoted 1,000 man-hours of labor to the U.S. Forest Service in developing a reforestation test plot. During the 1971-72 school year, Fouts Springs was chosen as having one of the 10 best ecology programs in the State. The ranch received a plaque for this achievement from Governor Reagan and Wilson Riles, State Superintendent of Instruction, and also received the President's Award of Excellence.



INDOORS, OUTDOORS—A resident fondles a fawn that wandered into the Fouts Springs grounds. Meanwhile, indoors, the woodworking shop is a scene of busy activity.

**Vocational Training**—The vocational training program has been expanded because of a federal grant of \$39,506. The vocational training program includes vocational counseling, aptitude testing, job training, and vocational training in one of three skills—carpentry, welding, and small engine repair. Equipment purchased from the grant funds includes arc welders, gas welding tanks, heavy duty grinder, engine analyzer, valve face grinder, hand tools, etc.

**Chef Training Program**—The chef training program is a tri-county regional occupational program which trains students for the rapidly expanding commercial foods industry. The instructor has a regional occupational program credential. Students prepare food in the kitchen and maintain the dining area. Instruction includes quantity food preparation, short order cooking, baking, safety and sanitation, and catering.

**Accredited High School**—The Fouts Springs' school program was accredited in November, 1969. Since that date, 48 students from nine counties have received high school diplomas.

The Student Body sponsors an annual dinner for the North Sacramento Valley Shrine Club. The students decorate the dining area and help prepare and serve the food. The Shriners have contributed to the Student Body Fund.

Eighteen teachers from Williams High School visited the Fouts Springs Boys' Ranch as part in their in-service day. They toured the facility, observed the program, and interacted with staff and students.

Yuba Junior College adult evening classes in ceramics and cabinet and furniture making were held. Students who were in junior and senior status at Fouts Springs participated in these classes.

Through the efforts of the Colusa County Office of Education, Fouts Springs Boys' Ranch is designated as a GED Testing Center. The School Principal is the testing officer.

An effective program has good, strong leadership, has well-trained staff that is involved and works well together, and offers valuable services to its clientele. The Fouts Springs Boys' Ranch, in my opinion, meets all the criteria for an effective program.



AWARD FOR EXCELLENCE—Allen F. Breed, left, retired Director of the California Youth Authority, presents the Department's outstanding institution award to Lee Fisher, Superintendent of the Fouts Springs Boys' Ranch.

On May 18, 1976, at the California Probation, Parole and Corrections Association conference in San Diego, California, Allen F. Breed, Director of the California Youth Authority, at that time, presented the 1976 outstanding institution award to Superintendent Fisher. Since that time, the Fouts Springs Boys' Ranch has not rested on its laurels, but continues to seek ways to strengthen and improve its service to an ever-changing population.

## THE DILEMMA OF CORRECTIONS

BY JOHN T. JONES

*Mr. Jones is supervising parole agent of the Santa Ana Parole Office*

A conference on "The Dilemma of Corrections: To Treat Or Deter," brought together a number of leading correctional theoreticians and gave the audience—composed of professionals in the field—quite a bit to think about.

I recently attended a conference at which some speakers who are extremely well known in the field of corrections furnished some interesting and surprising new insights into correctional theory—the conference was entitled "The Dilemma of Corrections: To Treat or Deter." It was sponsored by the Foundation for Continuing Education in Corrections and was held March 31 and April 1, 1977 at the Davidson Conference Center of the University of Southern California.

The speakers were Ron Weber of LEAA, Dr. Lewis Yablonsky of California State University Northridge, Dr. Robert Martinson, Director of the Center for Knowledge in Criminal Justice Planning, New York and Dr. Daniel Glaser of the University of Southern California.

Dr. Martinson reported on and discussed his recently published research on recidivism rates.<sup>1</sup> This study found that the average recidivism rate for all types of offenders in the criminal justice system in the United States is 23.5. Dr. Martinson stated his own shock and original disbelief of their figures as he had believed recidivism was much higher before completing the research. Dr. Martinson reminded the audience that he was co-author of a study published in 1967—after surveying 231 rehabilitation programs that operated around the country from 1945 to 1967 he concluded that with few exceptions, the rehabilitative efforts reported had no appreciable effect on recidivism.

Dr. Martinson stated the process of his study on recidivism rates as follows: He coded all the recidivism rates from all available studies on IBM cards. He also coded the definitions of recidivism as stated in the study. Also coded were the number of months in follow up (from one month to 20 years) and the type of research design in 22 categories. Then the cards were run through a counter-sorter which revealed the average recidivism rate to be 23.5. A total of 141 reports have been coded for the project to date. The reports run from a low recidivism rate of 4.50 to a high of 64.59.

Dr. Martinson was reluctant to generalize regarding the implications of his study. He stated that more knowledge must be gained in order to dispel the "myths" surrounding the criminal justice system. He did state that he favored intensive surveillance in the community for repeat offenders and that those who are intent upon abolishing parole should beware of what they are doing.

<sup>1</sup> In My Opinion, by Professor Robert Martinson, Corrections Magazine, Volume II, No. 6, December 1976.

Dr. Lewis Yablonsky was critical of many of the remarks of Dr. Martinson. He particularly focused on what he referred to as the 'cop-a-con' approach espoused by Dr. Martinson as being contrary to the principles of a democratic society. In the cop-a-con approach, according to Yablonsky's view of it, law enforcement would be following and ready to pounce upon offenders who had previously been identified as career criminals. Dr. Yablonsky stated that his main criticism of moving away from the indeterminate sentence and treatment models in corrections was that treatment had really not been tried. He felt this was particularly true in the institutions. He called for much greater support from the community, more properly trained workers, and more programs backed by budgeting and the support of administration.

Dr. Robert Carter, Director of the Center for the Administration of Justice was originally scheduled to speak on "The Equity Model." However, he had to cancel his appearance, and the presentation was made by Ron Weber. Mr. Weber stated that the equity or justice model is being introduced into California corrections through the passage of Senate Bill 42. This bill substitutes fixed sentences for indeterminate ones. The equity model has the intention of reducing crime and does not lend itself to attempting to solve social problems. The Adult Authority Board is replaced by the Community Release Board which has limited powers regarding release and revocation procedures. Mr. Weber stated the equity model leaves room for voluntary parole, where the parolee can elect to become involved in a program or can utilize services which are available from the parole department. Mr. Weber was supportive of the equity model mainly on the basis that it is more fair to felons, eliminates much of the subjective evaluation previously used by parole board Members, and is a more efficient method of administering the criminal justice system. Dr. Yablonsky replied to Mr. Weber's talk and stated that in his view the equity model was a step backward for corrections—that it did not leave enough options for individual treatment and would lead to the warehousing of inmates.

Dr. Daniel Glaser who spoke on "Criminal Justice Research" was generally supportive of the equity model. Dr. Glaser stated he did not believe the indeterminate sentence accomplished its goals, that it had been sufficiently tested, and should be rejected at this point. Glaser said that he was not surprised at the results of Dr. Martinson's study as his own research over a period of years showed a recidivism rate for all types of offenders in the criminal justice system of about one-third.

Dr. Glaser described five types of adult criminals which he has identified: (1) The non-predatory type criminal, such as drug-user, prostitutes, gamblers. The equity model does not work because this type of offender is not affected by correctional efforts. (2) The second type of adult criminal he referred to as one of the expressive violence such as murderer or rapist. The equity model works as this offender is usually not otherwise criminally oriented and there is no need to attempt rehabilitative efforts. (3) The avocational or white-collar criminal—again the equity model works, there is no need for corrective work, but this type of person can be deterred by sanctions because they do consider the risk and if the risks

are sufficiently high many times they will not commit the criminal act. (4) The re-capitulating adolescent. These are the impulsive criminals, who commit such acts as robbery, sex offense, burglary, etc. These people tend to commit the same acts, continue to repeat anti-social behavior, get themselves punished, but do not learn from their past mistakes. (5) Same as No. 4 except No. 5 becomes more professional and becomes part of a gang or a successful burglar, or becomes involved in institutional types of criminal acts. Dr. Glaser stated that the equity model works on No. 4 and No. 5, but that the system needs to supplement the model by supplying programs for positive change. Glaser said that habilitation rather than rehabilitation was needed by the last two classes of offenders. By that he meant socialization and positive reinforcement of newly learned behavior was necessary.

The dominating personality of this conference was Dr. Martinson. He not only presented a startling report on recidivism rates; he presented it in a highly colorful, dynamic and flamboyant manner. He brooked little criticism of his results and made it difficult for anyone to seriously question his research methods. It is noteworthy that Dr. Martinson now believes that some rehabilitation programs work and that efforts in this area should be encouraged. I think that he was saying that we need to find and identify those programs that do work and make greater efforts to support the successful ones.

The discussion around Senate Bill 42 was interesting but did not excite the audience, most of which was made up of probation and parole workers, social workers, mental health professionals, etc. This bill and the application of it indicate that these kind of people may be superfluous when it comes to treatment programs for offenders. My own reaction in part was that the equity model leaves little room for individual treatment and that many people who do need help will never volunteer for it if given the choice. I liked what Dr. Glaser had to say about socialization and habilitation of offenders.

The conference was useful in bringing together a number of differing people and points of view at a time that the field of corrections is under greater scrutiny than ever before.

## LIBRARIES, THE HEART OF THE INSTITUTION

BY KAREN L. CALI

*Ms. Cali is Librarian at the El Paso de Robles School*

The Youth Authority has been increasing its interest and resources during recent years in development of institution libraries, and for good reason. Here, the author explains the important role that libraries have assumed in the lives of incarcerated Youth Authority wards.

A young man is seated comfortably on a bean bag chair in a carpeted, pleasantly decorated room, listening to music through wireless headsets and reading a book. At first you forget where you are and then you remember that this is a library in a California Youth Authority institution. The atmosphere of relaxation and comfort has been carefully cultivated by the librarian to facilitate a feeling of escape from institutional pressures and tensions. Most of the libraries in the California Youth Authority are achieving this goal and they are a cheap investment toward better ward morale, rehabilitation and education.

Library Service and Construction Act (LSCA) grants awarded to the CYA from the California State Library, have enabled library services to expand in institutions and camps during the last three years. With assistance from grant monies, support of the CYA administration, and especially the hard work of librarians, the Department has advanced to the forefront of library services to the institutionalized in California. Only recently has there been recognition by both institutional administration and professional librarians of the need among incarcerated young people for adequate library service. The last few years have witnessed a growing realization in the CYA of ward's rights. Interest in the ward's right of access to the courts via legal information resources and his or her right to read, has led to the installation of law libraries in the CYA's 10 institutions and to the hiring of librarians with master's degrees in Library Science.

I was hired by El Paso de Robles School two years ago as the CYA's first librarian with a MS in library service. Since that time, several more librarians have been hired. Prior to my employment, library positions were filled by teachers or teaching assistants. Most have done an outstanding job of filling the gap created by librarians who were either unwilling or untrained to work in an institutional setting. The needs of the institutionalized are finally being recognized by the library community and CYA administrators.

The rewards of good library service are many. Most of the CYA librarians feel that the library should be the heart of the institution.

Jan Kollenberg, librarian at the Youth Training School, described her feelings, "It is a learning center where one can go for self improvement and a good place to escape tension."

Marie O'Donnell, teacher-librarian at Nelles, expresses her views, "Libraries are the focal point of every institution. It's a good place for recreation. It isn't all reading."

Libraries help bridge the way for wards to receive the education and retraining necessary to rehabilitate. This is also the responsibility of the Youth Authority. There are many values that reading can have in the rehabilitation of offenders. Vocational and educational skills better prepare them to be productive members of society by making them aware of alternative life styles. Libraries are places where individuality is encouraged and not repressed as may occur in other aspects of institution life. The library serves everyone in the institution, both staff and wards, without discrimination. It tries to meet the needs and interests of all, through proper selection of materials, such as paperback books, magazines, newspapers, reference books, and audio-visual materials.

The libraries in the CYA are closely tied with the education departments and they are an important resource for wards in college programs, teaching staff with curriculum needs, and administrators with reference questions. Library services include ward orientation, reader guidance, information and reference service interlibrary loan, booklists, bibliographic information, recreational reading, educational reading, discussion groups, listening groups, legal reference, special programs and exhibits.

Another dimension has been added to library service through the cooperation of public libraries and institutions. This cooperation has added a varied amount of information available to the libraries that would not be possible otherwise, due to lack of funds and resources. John Bereford, teacher at Ben Lomond Camp, has coordinated a bookmobile service from Santa Cruz Public Library which adds thousands of titles to their collection. Dennis Baker, teacher at Mount Bullion, can order books through the Merced Public Library. Similar programs are working at Nelles, Youth Training School, Ventura and Paso Robles with the public libraries in their areas. Wards learn to use public libraries as Christine Kuras, librarian at Ventura School explains, "there is a need to know how to use the library on the streets." She feels that wards should know library skills, such as using the card catalog, and patterns her library after a public library as much as possible to enable wards to have knowledge of how to gain access to information when they are paroled.

Cooperation between public libraries and CYA libraries has also added to the ability to answer specialized reference questions or requests. Some of the favorite ward requests are for prison poetry, pre-parole information concerning drug programs, survival skills, college grant materials, and job possibilities.

The library becomes a vital link with the outside. Bob Dittman, teacher-librarian at Preston, stated that Louis L'Amour's westerns are popular. Joe Rutan, teacher-librarian at Karl Holton, says he gets varied requests from how to be a flight instructor to the how-to of tattoo patterns.

Censorship does not seem to be a problem in CYA institutions because librarians say they use good taste and judgement. They use standards of selection similar to public libraries.

The CYA law libraries are an important aspect of library service. Often it is the legal reference that brings the wards to the library initially because the law is relevant and interesting to them. Wards get help in understanding the procedures for filling out writs of habeus corpus, California Youth Authority Board appeals and knowledge of the CYA's Disciplinary Decision Making Systems procedure. Ward aides from all institutions are trained to help assist other wards in using the law collection at Nelles Library by Marie O'Donnell. This training gives the wards a basic knowledge of our legal system, and how it relates to them. The wards who receive this training gain valuable information, as well as a feeling of accomplishment for having completed it.

Most of the law libraries are heavily used and there is a consensus among librarians that it would be helpful to have para-professional legal help to assist in difficult cases. A good example of the benefits of law libraries was pointed out to me recently when a ward said he would have lost his temper while being taken to the adjustment unit (lock-up) for discipline reasons but he knew he would have the opportunity to come to the law library to file a grievance, so he controlled himself.

Besides these basic services, many libraries sponsor creative programs, for example: Nelles Library serves popcorn and shows films; Y.T.S. Library sponsors art shows; Karl Holton Library lets the wards record their own music then makes the tapes available for check-out; Paso Robles Library has a different theme every month like Cinco de Mayo, Malcolm X Day; Ventura Library has a Student Advisory Council that has input into program and library policy; and Preston Library has a collection of prison poetry. Of course, these programs are just the beginning and there will be more innovation in CYA libraries in the future.

The library is no longer considered a step-child or luxury item in an institution. It is now an integral, necessary part of it. This is due to LSCA funds to a large degree. There are problems that librarians face in making libraries as effective and useful as they can be. Theft and mutilation of library materials is still a big problem. This takes a large percentage of the budget per year for replacement items.

Many wards take books from the library because they have so few possessions and books are a symbol of status. This results in library book loss but may encourage reading, indirectly. Another problem is the lack of a consistent budget from year to year. It is important for libraries to have a line-item budget so that they can plan a well-balanced collection. Other concerns are lack of space and staff. Lack of space inhibits programs and lack of staff decreases the hours the library is open. More communication is needed between CYA libraries to exchange information and resources. The Youth Authority libraries have patrons from the inner-city of many races and backgrounds while most of the institutions are located in white middle-class communities. We are in desperate need of more materials on multicultural themes that are low level reading with sophisticated content.

Librarians are concerned with career advancement in the Youth Authority. At the present time there is not much of an opportunity for upward mobility. The qualities of expertise which are needed to manage

a library can be used in many other areas of correctional work. Administration, teaching, clerical, counseling, public relations and a good sense of humor are a few of the talents needed in library science.

The success of the libraries in the CYA can be measured by the ward and staff usage. Use of the library is usually not mandatory in most institutions and the increasing ward usage indicates a desire to learn. Libraries offer the ward the opportunity to choose the direction he or she is interested in pursuing. This encourages responsibility and freedom of choice.

An LSCA grant was awarded to the Youth Authority for Fiscal Year 1977-78 to hire a library coordinator. This person will work out of central office and promote cooperation, resource sharing, communication and dissemination of information to CYA libraries. There is an optimistic future ahead for CYA libraries.

## SCHOOLS IN A PROBATION DEPARTMENT

BY ART GERMAN

*Mr. German is Information Officer of the California Youth Authority*

Probation departments have increasingly been expanding their breadth of services to meet the needs of probationers, both young and adult, under their supervision. In San Diego County, the department has established a service that meet a real need—operating continuation school programs for junior and senior high students who can't make it in the public school system.

The San Diego Probation Department is coming to grips with a problem among young people that is all-too-common in many city areas: What to do with the youngster who is too intractable, or too troubled to make it in the public school system.

Traditionally, such young people have been prime candidates for serious delinquency. Usually, they are suspended, or transferred to another school and eventually expelled as their misbehavior and non-performance became too much for their teachers and school administrators to handle.

Some school districts provide continuation school programs that are especially designed for students who cannot compete in the regular school system.

Two programs are currently being offered under the aegis of the San Diego County Probation Department. One, which caters to junior high school students, is operated at the probation department's southeast supervision unit offices. The other, for high school students, is conducted by juvenile hall teachers in two locations—Our House, a neighborhood drop-in center in suburban Chula Vista, and the Jackie Robinson YMCA in the southeast part of San Diego.

Both programs are funded in large part through the state's probation subsidy program, which supports numerous projects statewide that are designed to provide meaningful and effective probation supervision.

The junior high school program at the southeast supervision unit is taught by Tom Budner, a teacher assigned by the San Diego school system. He is assisted by seven student internes from the San Diego State University School of Social Work and by the six deputy probation officers assigned to the unit.

The presence of the six DPO's gives the school program considerable strength, according to Tom Murphy, administrator of all of the county's special supervision programs.

"They know the kids," Murphy said, "and they can deal with the kinds of problems that might have confounded regular school personnel. The kid is already on the DPO's caseload and problems have to be dealt with as a normal routine."

The program is conducted from 8:30 a.m. to 12:30 p.m. daily during the regular school months. The program is tailored to meet the needs of the individual students. When a student is enrolled at the school—each of the six DPO's can recommend students for the program—Budner tests and interviews the newcomer and plans a course of study that takes in virtually all courses given in a regular junior high school program. Then, each student proceeds at his or her own pace, assisted as needed by Budner and the San Diego State internes.

Budner began teaching in the southeast San Diego program two years ago as a substitute instructor for the school district.

"I think the kids and the probation staff liked the way I handled the class," he said, "and when a full-time position came up I was offered the job."

Budner said he approaches his unusual class "by being specific and direct. Vagueness won't work in a class like this."

There is no lecturing in the class. Each student is assigned his or her work individually, and then proceeds with the assignment on an individual basis.

Discipline problems are inevitable, but these, too, are handled directly and on a realistic basis. Probation staff are always on hand to help, both with individual problems and during weekly counseling sessions which are a part of the school program. Parents are involved in the counseling program and there is a heavy emphasis on encouraging the parents to support their children's productive participation.

A reward system is another program component, according to Clyde Weston, supervisor of the southeast San Diego supervision unit. A popular offering is free bus tokens in return for good school work, and this is a big plus for students who must sometimes travel long distances from their homes.

Although the students range from 13 to 16 years of age, many have no better than a third-grade reading ability—the inevitable result of their failures in the public school system.

Since the program started three years ago, several of the students have graduated from junior high school and many have returned to the public school system. Reports indicate, Weston said, that most have done better after their experience at the continuation class than before.

"Most kids feel secure here," Weston said, "at least more so than in the public schools. The bureaucracy of the school system is too much for many of them."

Weston conceded that the limit of 15 students, and the average of 12, was far short of providing for all the probationers who should be going to continuation schools.

"We could use 10 or 12 more schools just like this," he said.

The continuation school program offered through the juvenile hall education department provides for—as does the southeast San Diego supervision unit program—juvenile probationers. Its student "body" are high schoolers, however, and the school program has its own name—the Summit Continuation School.

The name evolved when the program started three years ago because some of the prospective students had been engaged in a mountain climbing field trip.

"So we came up with the 'summit' concept," explained Rocco Nobile, vice principal of the juvenile court school. "Right off we told the kids 'you're gonna get right up there'."

The juvenile court school operates the normal school program in the juvenile hall as well as the continuation school for probationers. The program is conducted at two sites—Our House in Chula Vista is a drop-in center located in what was once a large family home; the Jackie Robinson YMCA, in a predominantly black section of southeast San Diego, is a recently-remodeled, fully equipped recreation center.

The 30 students at the two Summit High School sites are in a single probation caseload supervised by Deputy Probation Officer Diane Miller,



GATHERING PLACE—Director Alan Hughes chats with a couple of young people at Our House, a neighborhood drop-in center in Chula Vista.

who feels very strongly that program success hinges on a close working relationship between herself, the clients and the two teachers—Dave Freeman at the YMCA and Phil Elsbee at Our House. Prospective students are referred by other deputy probation officers—young people who have generally been severe disciplinary problems at their public high schools. Those accepted must be "602" juveniles on probation, in the 9th and 12th grades, with an IQ of 80 or better. Prospective students are

screened through the Jesness Inventory. Their first two weeks in school are considered a trial; during this time they decide for themselves if they want to make a personal commitment to stay on permanently.

Charles Lee, principal of the juvenile court school, outlined the major subject areas stressed at the Summit High School.

A principal subject area is reading, using the "Hooked on Books" concept, to stimulate interest in this area. This is coupled with an intensive remedial reading program.

A second fundamental approach involves mathematics, with a strong effort being made for all students to master basic computation skills.

A third important area is career education, which includes discussions, field trips, films and worksheets to help each student become more aware of the world of work and the skills needed to enter it.

"These three fundamentals comprise the core program," Lee said. "Without these basics, the students will not be able to survive in today's complex society."



CONTINUATION SCHOOL STAFF—School programs at the Summit High School are planned by, from left, teacher Dave Freeman, principal Charles Lee, vice principal Rocco Nobile and probation officer Diane Miller.

The program is supplemented by general studies designed for students who, according to teacher Freeman, "had a very limited myopic view of life outside their gang-TV-neighborhood-comicbook world of make-believe."

The southeast San Diego program was moved to the Jackie Robinson YMCA last year after the previous location, at the Southcrest Park and

Recreation Center, was found to be difficult to reach for some of the students.

The "Y" turned out to be an excellent choice, Lee said, in part because of the outstanding support furnished by its executive director, Thurman Stockton; in part because of the wealth of program activities available at the center.

An especially valuable adjunct to the Summit High School program has been the Edwards Southeast Art and Culture Center, which leases facilities from the "Y" to carry out extensive activities in woodworking, mac-



ART PROGRAM—Neighborhood youngsters study the intricacies of pottery under the tutelage of Abass Shaheed at the Jackie Robinson YMCA.

rame, painting, ceramics, sewing and other arts and crafts. Eddie Edwards, director, and Abass Shaheed, his assistant, have helped a number of wards develop their artistic talents and place their paintings and other art works on sale.

At Our House in Chula Vista, director Alan Hughes feels the Summit School program is a welcome addition to the drop-in center's regular program, which is concentrated during after-school hours in the afternoon and evening. The Summit School program takes place in the mornings, while it is quiet at Our House.

For its regular program, Our House stresses a "low pressure" approach, Hughes said. Young people who drop in are "never hassled," he said—in fact, one teenager recently spent three days in the center before he felt confident enough to begin speaking with anyone.

Hughes said the center's "cool" approach to newcomers and visitors pays big dividends by helping to make the young people ready for on-going programs of recreation, counseling and field trips.

San Diego County Probation Department administrators are in agreement about these kinds of school programs. They say they deal with a problem that the public schools normally cannot solve—maintaining effective programs for delinquent young people who are not motivated to attend regular public school classes and frequently cause trouble for themselves and others when they do.

They feel that the San Diego continuation programs have demonstrated that programs can be carried on effectively for these young people when there is close teamwork between teaching and probation personnel, and the courses of study are designed to hold the interest of each student. What is needed, it is generally agreed, is an expansion of continuation school programs. Even though continuation schools are effective, they only reach a small fraction of the students who would benefit from individually designed programs provided in settings where their potential for misbehavior can be kept under control.

## JOB SURVIVAL SKILLS AMONG YOUTH AUTHORITY PAROLEES

BY MARK WIEDERANDERS, PHD  
AND ALBERT VICTOR LUCKEY

*Dr. Wiederanders is a Research Specialist for the Youth Authority's Research Division. Mr. Luckey is a graduate student assistant.*

A recently-completed research study on job survival problems among Youth Authority parolees points to some surprising conclusions, not the least of which is that low pay and the availability of menial work are not the major reasons why parolees have a short life expectancy on the job.

Finding and keeping a job has been recognized for several years as the most critical problem facing those on parole. Unfortunately, high unemployment has been a fact of life not just for those paroled from California Youth Authority facilities, but among ex-offenders throughout the country. Numerous federal, state, and local programs designed to boost ex-offender employment have either failed to affect the employment rate at all, or the improvement has been too small to justify the dollars spent on the particular program.

In these earlier programs, solutions were frequently proposed before the causes of the problem were adequately known. Since there still appeared to be a need for more precise knowledge about causes, federal support was sought, about two years ago, for an in-depth study of job survival among Youth Authority parolees. A proposal to (1) determine causes and (2) develop an educational program to attack the causes was eventually funded by the U. S. Office of Education. The project began formally about a year ago.

The CYA Job Survival program started with very few initial assumptions. One of these was that working to improve deficiencies among potential employees might be cheaper and more manageable than trying to change the labor market or the attitudes and hiring practices of employers. This assumption was made while being fully aware that both job-seekers and job-providers are crucial parts of the entire employment equation, and ideally both would be dealt with.

Another assumption was that having general job-seeking and job-keeping skills is at least as important as possessing technical job skills in maintaining successful employment. In other words, having appropriate attitudes, habits, and interpersonal skills that make a person an effective worker is as important as that person's ability to do the specific tasks required by a given job.

Another departure from most offender employment research was that our primary source of information was the parolees themselves, rather than job counselors, employers, or other experts. This strategy was chosen

because very few studies in this area have focused on an in-depth search for information among clients themselves. We were already aware of what employment counselors and other experts have said about the subject, but we wanted to know what the wards themselves have actually experienced in the job world and on the streets after periods of Youth Authority confinement and programming.

The sources of information from experts provided ideas for structuring and planning our interviews with parolees. So in a way, the information given by the parolees was organized against the backdrop of previous literature from other projects. This was done so that we wouldn't be far off track to begin with, and what the experts had to say was certainly not ignored.

A total of 146 parolees were interviewed, individually, for 45 minutes each. This sample was selected so that major ethnic, age, geographic and other groupings would be represented in proportion to CYA statewide distributions. The interviews took place in four different areas of the state. (Details of the sample selection and other technical aspects of the project can be found in the *Job Survival Skills Interim Report*, available from the Research Division.)

For the most part, interviews focused on real working experiences rather than on asking for opinions or suggestions. After asking each person some brief background questions, respondents were asked about their current or most recent job: what did they do, how did they find the job, how did they like it, how did they get along with co-workers and bosses, etc. The interviewers felt that most parolees gave information candidly and earnestly. Several respondents said that the interview had been a good experience and that they had enjoyed talking about themselves to an interested person who would be "writing a report about them."

Some of the results were surprising. The finding that about half of all parolees were not employed (plus-or-minus 10 percent, depending on how those in school and training programs are counted) was no surprise. An unexpected finding was that during the first year on parole, almost all of the sample had worked on at least one paying job at one time or another. In fact, after four months out, over 85 percent had held at least one job, yet only half of this percentage were still working after the four months. It became clear that the emphasis in making recommendations from the study should be on job survival rather than only job-seeking. Underscoring this last point, it was found that the median job lasted only three months, and that a sizable percentage of wards had lost jobs within the first few weeks of work.

A good deal of energy was spent picking through the interview data for clues about the causes for this tremendous job attrition. From previous literature, we assumed that poor wages, not liking the type of work, not performing work tasks right, and poor relationships with co-workers and bosses would all be likely candidates as causes of job losses.

Poor wages and less-than-glamorous work was the norm among parolees. The average hourly wage earned by interview subjects in their most recent jobs was \$2.98, or about \$120 for a 40-hour week, before taxes. One young man was earning \$8.50 per hour as a mason, but he was a rare

exception; the most common wage was the federal minimum. The majority of jobs were unskilled or semi-skilled, and involved lots of clean-up, dishwashing, table-bussing, and similar work. Semi-skilled jobs were often in assembly-line operations or fast-food establishments. The number of respondents out of 146 who had held white-collar jobs could be counted on one hand.

Two-thirds of the sample had voluntarily quit at least one job in the past. Surprisingly, poor wages was not the most common reason stated for quitting, but ranked only third. "Didn't get along with co-workers" and "Didn't like the type of work" were tied for the dubious honor of most-frequently-cited-reason for quitting. It appears that issues relating to the quality of the work environment and work relationships were more important to parolees than sheer wages. Of course, it is impossible to say whether more of those who quit because of not liking their work or the people with whom they worked would have stayed on their jobs for higher wages. At any rate, based on these and other data we collected, poor wages would have to be rejected as "the" cause of high job attrition, although wages no doubt help determine one's overall job satisfaction.

Not liking one's work is a difficult situation to remedy in view of the unattractive kinds of jobs that most parolees get. In the job survival training program which is currently being developed, motivation for work and the satisfaction of being a working person are two values which will be stressed. These values might make a person feel better about successfully performing even the less glamorous jobs. But realistically speaking, it is unlikely that a strong "work ethic" will be sold to many of our wards who have been so turned-off by middle-class values in the past.

Another solution, which in the long run might be more successful, is to help wards prepare for and find better jobs. This is the reason that job-finding skills have to be stressed; not because parolees can't find work, but because they can't find work they like. Knowing all of the sources for finding jobs, being able to fill out professional-looking job applications, and being aware of the many community resources for job training are some of the areas that need to be emphasized. In many cases, our interviewees were not competing for jobs for which they had the skills, because they either did not believe that they were "good enough" or because they were unaware of the means to find the jobs. Rather, they would settle for "just any job" but then would not stick it out long enough to advance to better jobs.

Difficulty in getting along with co-workers and supervisors, according to the parolees, was a frequent reason for quitting as well as for getting fired. During the interviews, respondents were asked to describe hassles with bosses and with co-workers. Some of these problems were unique to individuals, but for many others there were recurring themes. The most common were being "falsely" accused of stealing money or wares from the company (guilt being attributed because of known ex-offender status), developing hard feelings with another worker over who was or wasn't doing his/her share of the work, feeling as though the boss was requiring too much out-of-class work (either higher or lower than one's

formal duties), and problems involving informal money loans between workers.

Of course, having occasional problems with co-workers is a fact of life for any worker, not for just the ex-offender. Inappropriate handling of the situations seemed to affect job survival rather than the presence of such difficulties *per se*. Descriptions of how problems were responded to fell into five major categories.

First, about 38 percent said that they simply ignored co-worker problems or chose to not deal directly with them. Another 21 percent did just the opposite by overreacting in an angry, hostile way. About 29 percent described appropriate responses, which meant that an early, constructive discussion with the co-worker was initiated to head off a bigger crisis. A few others (4 percent) took the problem directly to a higher-up, and the remainder described various other coping styles. Probably the most revealing aspect of these statistics is that the most common response to on-the-job co-worker problems was to ignore them, suggesting that a large percentage of wards need to learn how to appropriately assert themselves and to take the initiative in talking to someone who bothers them.

That either ignoring or overreacting to interpersonal hassles is deadly to job maintenance became clear when each respondent's way of handling these problems was compared to whether he had been terminated from a job or not. About twice as many who had ignored co-worker problems had lost a job than those who had ignored them but never lost a job. Those who overreacted angrily and lost a job were almost three times the number of those who had done so but never lost a job. These statistics, together with other evidence from the data, point to the handling of co-worker problems as the most important factor in job maintenance.

Our research and other writings on the social psychology of the work environment suggest that the importance of getting along with co-workers goes much deeper than the need to avoid work-stopping disturbances. On-the-job peer relationships form an informal power system for the average person. According to this view, this informal power system has the function of translating and making livable the formal rules and demands which come down from management. The new worker in a lower-level job who cannot get along with other co-workers is kept out of this peer power network, cannot share in the psychological rewards and supports which come from this system, and is soon pretty miserable.

One parolee, who had quit a factory job after only a few days on the job, described his feeling of peer exclusion to us: "They could spot right away that I had done time. I felt like I stuck out like a sore thumb or like I had a sign on my head that said 'con.' I didn't know how to act, so I tried to joke around a lot but it didn't work."

From these basic findings, the following recommendations for improving job survival were made:

(1) Include a solid job survival training program in the institutional training of all work-aged wards. Preston School will be devoting about 30 class hours to job survival in the experimental curriculum to be piloted this fall, and in view of the importance of this training, this amount of time could be expanded. The curriculum is being developed by the American

Institute for Research with advice from James Spears, Preston's Supervisor of Education, other members of the academic and vocational education staff there, and input from Research Division. Areas which will be emphasized are examining personal characteristics (and career planning), job finding skills, and job keeping skills, with special emphasis on co-worker relationships and resolution of conflicts.

(2) Provide continuity in the process of career planning with wards, vocational training while in the institution, and placement in either further community-based training or employment upon release to parole. Interviewers were left with the distinct impression that wards tended to bounce in and out of classes, training programs and jobs. Little or no systematic effort had been made, early in the institutional careers of these persons, to provide an overall strategy for eventual employment in a desired job. A large number of our sample got their initial job soon after being released on parole, lost it, and then did not seriously attempt finding a second job for months (if at all). A skeptical interpretation of this phenomenon would be that these persons never wanted to work in the first place, but got the first job to mollify their parole agents. Another possibility is that the attempt to find the first job represents the single most important step toward trying the straight life, and if this experience is particularly devastating psychologically, cynicism toward the working world will result and the person will be extremely cautious about trying again. Parole services can be very important in these cases, by providing empathy about the bad experience and at the same time encouraging the person to get out and try again.

(3) Counsel wards to look for and accept only jobs that they can be happy with or at least tolerate. In some cases, parolees might be advised to pass up a poor job in favor of enrolling in a training program or waiting for a better job. Our statistics showed that parole agents ranked second, after family and friends, among successful sources of job openings for parolees. This statistic demonstrates the positive impact that parole services have in the readjustment process. On the other side of this picture was the feeling, expressed by some wards, that parole agents rushed them into taking "just any job" in order to be self-supporting. Of course, parole agents have a difficult time knowing whether an individual who wants to turn down a job is honestly hoping for a better one or is just foot-dragging. Development of innovative and insightful methods of job counseling among parole agents is not a purpose of the present project, but would be an issue worth exploring in the future.



## EDUCATION IN THE YOUTH AUTHORITY

This issue of the Y.A. Quarterly inaugurates the first education section as a regular continuing feature. It will normally contain a short news section of educational events in the institutions, parole, and camp branches. Following this will be two or three short articles written in depth of some educational research or program in the Y.A. The third and last section will include some nationwide educational trends followed by a short book list of current educational themes.

Thanks to the cooperation of Art German, Information Officer and Editor of the Quarterly; Trumbull Kelly, Administrator of Education Services; and Gordon Spencer, Supervisor of Education at Karl Holton, this feature is able to get off the ground as a service to all staff members of the Youth Authority. Special thanks are also due to Director Pearl S. West who gave her support and encouragement to the feature. Finally, thanks to the contributors of this issue, for without their cooperation there would have been no more to say.

*Fred J. Torrisi  
Education Editor*

## EDUCATION NEWS BRIEFS

### INCREASING INTEREST IN CORRECTIONAL EDUCATION

Trumbull Kelly, Administrator of Education Services, flew to Houston, Texas last July to attend the 32nd International Conference of the Correctional Education Association. Its theme: "Education in Criminal Justice—A Five Year Look Ahead."

With 600 people attending nation-wide, Kelly reports an increasing interest in correctional education. "It is the forgotten human service," he says, "but there are indications of legislative change at the National and Federal levels." He cites the 1976 Amendments to the Vocational Act, which for the first time specifically earmarks funds for the Youth Authority.

In another Federally funded program geared to help the Youth Authority, the Conference discussed the implications of the legislative mandate to educate all handicapped children from 3 to 21 years old. Says Kelly, "This Federal mandate will help us identify and diagnose the special educational needs of our population."

### APPEAL OF ESEA FEDERAL AUDIT

George Vidal, Compensatory Education Program Supervisor, reports that the CYA appeal of the Federal audit conducted by HEW is still in progress. Affidavits from the 22 CYA staff members were submitted to the Appeal Board in Washington, D.C.

"Interrogatories," he says, "were forwarded to the 22 staff members involved, and their responses were sent in to Washington, D.C. last August 11, 1977."

Vidal reports that Deputy Attorney General James Claytor is representing the State of California in these appeal proceedings.

### NEW COURSES AT PRESTON

Two new short-term programs were introduced last summer according to Supervisor of Education James C. Spears. One, taught by permanent intermittent teacher Don Moyer, deals with methods of making money legally via investments, real estate, and other business means. The second course introduced is being taught by acting teacher-librarian Bob Dittman. Course content includes practical institution law covering the history of correctional law, DDMS, and grievance procedures. Spears adds, "Both courses are voluntary and have attracted student interest."

### TAPING OF QUARTERLY LIBRARY REPORT

From Pine Grove Patricia Turoonjian, Director of Education, relates that the Quarterly Library Report for the California State Library was taped instead of written. Involved in the taped report were David Kam-

merer, Ward Project Director, and assistant Sam Kent. Says Kent, "We taped the quarterly report so we could get more people involved."

Using the format provided by the California State Library, both Kammerer and Kent collected the data used to write the manuscript. Commercials were created with local camp talent to construct a radio-type program. "It was a project we wrote, produced, and directed," Kent says.

The final taping gave the participants a feeling of satisfaction and accomplishment, according to Pat Turoonjian.

### JOB SEEKING SKILLS WORKSHOPS

Chuck Mobley, Director of Education at the San Francisco Project, Parole Services, created and developed Job Seeking Skills Workshops (JSSW) for parolees. Implemented in March, 1977, the workshops train parolees for two weeks in finding and applying for a job, interviewing techniques, on the job information and thinking, and attitudes.

"The workshops place emphasis on seeking and holding a job," says Mobley, and they are conducted as though the parolee actually had a job." Paid \$2.00 an hour, parolees are docked if late or absent from the workshop.

Coming up, reports Mobley, are plans to implement a section on consumer education this fall.

### UPDATE ON MONTA

MONTA (Management of New Teaching Alternatives), which was first described in *Staff News*, April 1, 1977, has proven quite successful according to Supervisor of Education Barbara Taylor, El Paso de Robles. Contributing to this success are four areas of concern: program eligibility, adaptation, interaction between teachers and students, and record keeping.

In a six-month review of the program, Committee Task Force members Peter Rogo and Shirley Larson write that the distinctive feature of MONTA is its flexibility in course selection and programing. Because students have input into course selection on a one-to-one basis, "a pleasant by-product," they report, "is increased morale and motivation on the part of wards and more positive behavior patterns in the classroom." Proof that MONTA works is the noticeable decrease in the nature and number of behavior reports.

According to Rogo and Larson, the new system requires a very high standard of accountability in record grade keeping and continual updating of transcripts. Information is readily available, and progress can be checked at any given time. "These facts all add up to another very positive experience for both teachers and wards," they write.

Because of the sporadic nature of ward intake, an orientation package for new wards eliminates disruption of in-progress classes, not possible prior to MONTA. Report Rogo and Larson, "Classes can now establish and maintain a certain stability unknown in the previous programs."

### CHANGES AT YTS

During the week of July 11, 1977, the APL (Adult Performance Level) survey was administered to the total YTS population, reports Supervisor of Academic Instruction John H. Woods. "The results of APL scores," he says, "will identify areas of a ward's low performance in order to introduce curriculum changes and to meet ward needs." YTS anticipates using the APL survey as part of its orientation and clinic program.

Other changes envisioned are to increase job placement and to develop individual employability plans. Woods foresees vocational instructors becoming increasingly involved in job placement and developing employability plans for their students.

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### NEWS NOTES FROM OUTSIDE THE CYA

#### 29 STATES EMBRACE PERFORMANCE-BASED EDUCATION

According to a survey by the National Center for Education Statistics, five states are now operating performance-based education (PBE) programs and 24 are planning them (California included).

PBE programs require students to demonstrate the attainment of specific competencies or learning objectives. In these programs students will have to meet performance standards before being promoted or graduated. Reading, writing, and mathematics form the bulk of the PBE programs.

#### EDUCATION LEAVE AND RESEARCH EXPEDITIONS

Youth Authority instructors considering future education leave have the opportunity to work with professional teams on expeditions in the natural sciences, marine sciences, social sciences, and the humanities.

Sponsored by a nonprofit organization called *Earthwatch*, the research teams range from two to fifteen members and usually remain in the field from two to four weeks. Sharing costs run from \$400 to \$900 and are tax-deductible. Graduate credit is available through participating universities. In 1977 *Earthwatch* will have organized 75 expeditions. Anyone interested should write for a free brochure to *Earthwatch*, 10 Juniper Rd., Box 127N, Belmont, Massachusetts, 02178.

## STUDENTS SCORE BETTER THAN PARENTS

In a California study a balanced sample of sixth and eleventh graders scored above the norm in a test used in the 30's and 40's. The test covers reading vocabulary and comprehension, arithmetic reasoning and fundamentals, and writing. The investigator concludes that today's students generally have more information than their parents had at the same age.

## MAKING INTEGRATION WORK

According to a study conducted by the U.S. Office of Education, some practices improving race relations among students are: using multicultural materials, teaching minority groups' history and culture, holding classroom discussions of race, and assigning Black and White students to work and play together in organized activities.

Although practices like the above have already been utilized in the Y.A., anyone interested in how the findings of the study are applied may send for a free copy of *The Handbook for Integrated Schooling*. Address: Herman R. Goldberg, Equal Educational Opportunities Program, U.S. Office of Education, Room 2011, Washington, D.C. 20202.

## DISRUPTIVE YOUTH AND THE RIGHTS OF OTHERS

Kenneth A. Erickson of the University of Oregon reports that the educational effectiveness of schools is being sabotaged because of the increasing "rights" of disruptive students. Many teachers feel convinced that disruptive and law-violating juveniles are no longer held responsible for their actions in school. "It is time," he says, "that the disruption of a classroom learning situation be considered a serious infringement on the rights of students who wish to be educated."

In many cases, teachers and staff must fight disruptive behavior with paper documents (Behavior Reports?). Disruptive behavior includes: refusing to work, using abusive language, threatening peers with physical harm, initiating false fire alarms, carrying concealed weapons, and assaulting both fellow students and teachers.

## THE SCHOOL'S CONTRIBUTION TO CHARACTER DEVELOPMENT

"The most difficult task facing public schools today," says Ralph W. Tyler, "is that of developing a comprehensive attack on the critical problems of character development." Tyler, who is Director Emeritus, Center for Advanced Study in the Behavioral Sciences, believe that in the past the school was one of several major institutions that reinforced the ethical values of the community. However, the school can make a contribution to character development with its traditional role of developing cognitive abilities and habits, i.e. to analyse their experiences and the consequences of their actions. According to Tyler, the school in conjunction with parents and community groups will require new thinking, new planning, and new practices in order to enhance character development.

### VOCATIONAL ACT FEDERAL FUNDS

California received an estimated \$39 million this year from Federal funds under the Vocational Act, Title I, Part B for State Vocational programs. The funds, allocated to state vocation-education agencies, are geared for programs whose goal is to train people for gainful employment in jobs that do not require a college degree. The range of training programs is extensive, including occupations from cosmetology to real-estate sales. The beneficiaries are young adults, adult handicapped, and the disadvantaged.

In addition to training, the funds can also be used for the construction of area vocational schools, contracted instruction, guidance and counseling, and certain ancillary services like administration, curriculum development and teacher training. For whatever reason the funds are used, states must match the Federal money dollar-for-dollar.

## VISITATION—AN EDUCATION IN ITSELF

BY GENT DAVIS

*Mr. Davis is team leader of the Teacher Corps Project at O. H. Close School*

Observing educational programs in other Y.A. institutions provides valuable input into the needs and assessment of one's own educational program. In fact, many educators believe that sharing educational experiences is another form of training after the "college years."

It is due to this thinking that O. H. Close implemented a program to visit four California Youth Authority institutions in Southern California. The program involved education staff and Teacher Corps staff members from the school. It turned out for many of the O. H. Close participants that the southern visitation was not only a valuable experience but also an education in itself.

The initial plans to launch the venture grew out of a planning committee headed by Palmer Anderson, Supervisor of Academic Instruction and Dick Prescott, Director of Teacher Corps Project, California State University, Stanislaus. The Teacher Corps, a federally-funded national organization, was an integral part of the planning sessions since its major focus is the training of new teachers and retraining experienced teachers.

The target areas of the visitation included the Youth Training School, Fred C. Nelles, Ventura and El Paso de Robles schools. After arrangements had been made with each of them, the first group departed for the week long visitation last April 18. Five consecutive groups followed weekly, until a total of 21 had visited the four institutions.

Each group was composed of a representative sample of the O. H. Close teaching staff, for example, a shop instructor, an academic teacher, a Teacher Corps staff member, and a physical education teacher.

For the majority of the participants, the visitation experience was an education in itself because they had never before been to another institution.

Responsible for hosting the visitations at each institution were Oliva Martina, teacher, Youth Training School; Willie Garrett, Supervisor of Academic Instruction, Nelles; Dave Arnold, Supervisor of Academic Instruction, Ventura; and Richard Huff, teacher, El Paso de Robles.

Observing the programs, the O. H. Close participants felt that the institutions had exceptionally good programs staffed by highly motivated and concerned teachers.

At YTS, auto shop instructor Chuck Wisdom of YTS described possible career objectives for the students and was enthusiastic over his students' achievements and their ability to succeed in an automotive career.

At Nelles School various areas of the educational program sparked interest among the visiting participants. The computerized reading program

was an area of interest (future installation) along with the Silent Individual Reading program (SIR). In this program everyone in the school area reads every Tuesday for a short period in an organized attempt to encourage students to read.

Teacher Corps staff members Ernie Cusseaux and Donna Denison told Garrett, Supervisor of Academic Instruction at Nelles they felt the rapport with staff and students was exceptional.

O. H. Close personnel also noted the Vocational Career Day at Nelles in which various interest groups of various trades talk to students to encourage them in their future vocational plans. In addition, the vocational programs utilize outside resources to help students formulate career objectives. For example, the welding class is backed by Rockwell Industries, and the landscape program is provided with year-round consulting services.

At Ventura most of the O. H. Close participants felt that the campus resembled that of a public high school. "I was very impressed," said Bob Lewelling, physical education teacher.

"The co-ed program at Ventura provided a more normal school atmosphere," said Ida Grace, teacher at O. H. Close.

The career awareness course, using video tape while interviewing students for potential job-seeking skills, allowed the participants to compare notes on the same methods and ideas previously used at O. H. Close.

Last but by no means least, on the visitation schedule was El Paso de Robles, home of the MONTA program. MONTA (Management of New Teaching Alternatives) incorporates the innovative design of Lou Monville, Supervisor of Academic Instruction and Supervisor of Education Barbara Taylor. Prior to MONTA the school had been established along conventional lines. Under MONTA, course offerings were expanded according to student interest and teacher specialty interest. Teachers would have the same students all day for a full three week period at which time they would earn five credits in one subject. Then the three week cycle would be repeated.

After viewing the program teacher Aileen Tsukimura said, "the MONTE concept sounds intriguing enough to consider at O. H. Close."

Math coordinator Darwin Curry of O. H. Close found out that students and teachers in the MONTA program expressed positive comments. "It makes a lot of interesting elective programs available to students," he said.

Dorrine Davis, Multi-Cultural Coordinator at O. H. Close summed up: "the MONTA program provides an opportunity to expand curriculum in many diversified areas, and students have the opportunity to learn material in depth without the interruption of class changes and other factors. To individualize curriculum to meet the needs of the students and the 'force check' every three weeks of the student's progress could be one of the most valuable assets to this system."

In all, the visitation program was an exceptionally good experience and a worthwhile venture. It will undoubtedly make an impact on the educational program development at the O.H. Close School.

# LEARNING DISABILITIES AS POSSIBLE FACTORS IN DELINQUENCY

BY JOHN McDONALD

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Theoretical constructs relating to means for ameliorating the disturbed behaviors of delinquent youth have often been hypothesized and explored. Varied levels of success have been recorded in different settings often contingent upon the degree of mutuality of understanding, acceptance, and dedication on the part of the total staff membership and the energy and leadership of the facilitator. Such hypotheses aimed at behavioral change have almost exclusively been categorized as psychotherapeutic with emotional disturbances as their focus or behavioral in which case etiological factors are not considered. Rather, the reinforcement of appropriate behaviors is seen as an inducement to a continuum of appropriate responses. Behavior is said, therefore, to be a "product of its consequences".

School systems have long struggled with the question of children and youth who are not able to behave appropriately and who cannot maintain the pace of academic learning as is represented in what are commonly called "regular" classrooms. As the years have gone by, diagnostic skills have improved and more refined differentiation of impediments to learning have been developed. Investigation and validation of the need for specially developed environments and instructional styles to meet diverse learning capabilities have resulted in legal provisions. Hence the establishment and funding of special classes and the training and credentialing of teachers to meet those differentially identified needs. We have long been aware of classes for educable and trainable mentally retarded concerning which there have been extensive challenges to the means of identification and labeling, particularly of minority children and youth. Less publicized but numerous among us are the deaf and hard of hearing, visually handicapped, deaf and blind, neurologically and orthopedically handicapped, speech handicapped, and those with specific learning disabilities. The latter is of special interest today.

The concept of learning disabilities has been in evidence for some time but only in recent years has it begun to come to public attention. It encompasses a heterogeneous group of individuals who do not fit the traditional categories of handicapped learners. There are those who despite average or above tested levels of general intelligence do not develop normal language facility, normal vision or auditory perception, and who have great difficulty learning to read, spell, write, or do arithmetic calculations. This is a problem common to teachers in all programs which serve students who have difficulty in learning academic, particularly language-related material, and who are not eligible for placement in any of the classes for the handicapped. Samuel Kirk in his book, "Educating Exceptional Children," describes a learning disability as "a specific retardation

or disorder in one or more of the processes of speech, language, perception, behavior, reading, spelling, writing, or arithmetic".

Much of the literature, in reference to the etiology of these now identifiable problems, use such terms as "Minimal Brain Dysfunction Syndrome", "Central Processing Dysfunction", or "Psychoneurological Learning Disorder". These terms place the causal focus on either damage to or inappropriate maturation of the central nervous system. This in turn places the problem within the framework of a medical model; something wrong with the organism; something that interferes with the appropriate integration and/or association of receptive stimulus and precludes an appropriate, or normative response.

Samuel Kirk was a member of the National Advisory Committee on Handicapped Children of the U.S. Office of Education which, in 1968, proposed a definition which was ultimately used by Congress in developing "The Learning Disabilities Act of 1969". That definition is: "Children with special (specific) learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental euphoria, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage." Kirk sums this up with the explanation that "Specific Learning Disabilities" refers to severe handicaps in central processes which inhibit an individual's normal development in such specific areas as talking, thinking, perceiving, reading, writing, and spelling. The primary focus of identification is therefore *Psychoeducational*.

The realization of the impact of a specific learning disability on thinking and perceiving those elements which are at the core of social perception and behavior, is dramatic. It is as though a new world of opportunity has been opened to understand, identify, and hopefully remedy those delinquent behaviors which, upon professionally efficient investigation, are found to be truly identified with a specific neural dysfunction. A recent and rather dramatic validation of this contemporary hypothesis has recently been accomplished.

An article entitled, "Adaptive and Learning Skills in Juvenile Delinquents: a Neuropsychological Analysis" and authored by Allan Berman, Ph.D., and Andrew W. Siegal, M.A., appears in the November, 1976, issue of the Journal of Learning Disabilities. In that article Dr. Berman describes his research conducted with "45 males ranging from 15 to 18 years of age of whom 14 were Black and 31 White. All subjects had been adjudicated 'delinquent' by the Rhode Island Family Court and were incarcerated for the first time at the state's juvenile correctional facility, the Rhode Island Training School". All subjects were administered the Halstead-Reitan Neuropsychological Battery for Adults and the Wechsler Adult Intelligence Scale. A control group was selected from among students of Providence High School for comparison purposes.

Although many differential characteristics were elicited, the most significant feature was the finding that "57 percent of the delinquent males who were studied showed behavioral deficits which are commonly seen in patients who demonstrated neurological disorders", and that "this research suggests that skill impairments are more clearly involved in the background of delinquents than are social class variables".

A basic conclusion is that the student whose handicap is found to truly be an impediment to organized neural responses is in fact not responsible for certain voluntary behaviors and is in need of other than customary institutional therapy.

Public Law 94-142 "Aid to all Handicapped Youth" enacted by the Congress of the United States in 1965 mandates the identification of all handicapped youth between the ages of 3 and 18 during the current 1977-78 school year. Assessment and provision of services for their specialized needs must be offered by September, 1978. At this point the California Youth Authority under the supervision of the State Department of Education is included in that mandate. Currently each student whose developed academic ability is critically below an age-grade expectancy level is served in an environment which offers a very small teacher-pupil ratio, one-to-one where necessary and an individualized prescriptive program. Such additional instructional staff, equipment, and materials as are required for this level of service are provided by a Title I ESEA grant as a supplement to state funded services. A refinement to these services during recent years has been accomplished by the addition of School Psychologists to the staff of five of the institutional education programs, initially with ESEA funds but presently on a state ESEA shared basis. The School Psychologists, in anticipation of the need to more finely delineate ward learning characteristics, have offered two training sessions for ESEA staff; one held at the Southern Reception Center and Clinic for Southern California Institutional staff and one at Karl Holton School, Northern California Youth Center for Northern California institutional staff.

It is not yet known how services for specifically identified handicaps and/or disabilities will be handled if such identification results in affecting ESEA eligibility.

The "Identification" process now mandated has been initiated at the Northern and Southern Clinics and the first of a series of joint agency staff-School Psychologist meetings has been held for purposes of planning and developmental integration.

The possibilities inherent in these developments are truly exciting. The impact of the educational program on behavioral change has long been minimized if not overlooked by agency planners. We now have valid evidence of respected processes, a nucleus of trained professional staff, and a major Federal mandate. We will be soon truly offering meaningful services to those problematic learners—the Learning Disabled.

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*Guide to OE-Administered Programs, Fiscal Year 1977* 8 pp. \$0.35 S/N 017-080-01683-2. Reprinted from the January-February 1977 issue of *American Education*, this guide lists programs administered by the U.S. Office of Education, the fiscal year 1977 funds appropriated by Congress in support of the, who may apply, and where to apply.

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*Springboard to Education after High School: Five Federal Financial Aid Programs* 12 pp. \$0.35. (OE) 77-17911, S/N 017-080-01682-1. Describes the five programs of student financial assistance available through the U.S. Office of Education.

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